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RECENT DEVELOPMENTS IN ADULT EDUCATION RESEARCH: AN INDICATIVE-TYPE REVIEW OF THE LITERATURE

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ABSTRACT

This indicative-type of literature review of research developments in adult education in the years 1970-1973 covers adult basic education, administration and planning, adult characteristics, adult education as a profession, business and industry, continuing education for the professions, cooperative and agricultural extension services, evaluation, international and comparative adult education methods and techniques, military training, and special clientele groups. Under each of these categories, two or three studies are cited to illustrate the kind and the trend of the research.

Adult education is a broad and varied field containing many highly specialized activities. This umbrella term embraces at least the following core areas: the intellectual, psychological, social and physical characteristics of adults which affect their learning processes; the career and personal interests and motives which influence the educational needs of adults; the methods of instruction, independent study, program planning and evaluation which are effective in the education and training of adults; and the economic, social and philosophical factors which govern the operation and growth of the system of institutional arrangements for providing adult education, including charities and synogogues, colleges and universities community organizations, business and industry, public and private schools, government on all levels, and the armed forces.

Such an extensively rich profession necessarily covers a wide range of research. Since 1967, the ERIC Clearinghouse on Adult Education prepared an annual register of research in adult education, containing around six to seven hundred research reports in some years, exclusive of research reported in doctoral dissertations.

For purposes of this review, I have organized the research reports into broad categories to give some feel for the major thrusts of research in adult education in the most recent two to three years. Many studies are pertinent to two or more subject areas, and have been placed in only one category in what may appear to be a quite arbitrary decision.

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For each category, I have selected a few representative or highly significant studies since it would be impossible to even give citations for the entire list of studies in the allotted space of this chapter. I have tried to give a capsule statement about the categories and sub-sections to show the trend, if one is evident, or the focus of the majority of studies in each area. For the studies cited, I have given a brief substantive or descriptive abstract.

Adult Basic Education

Adult Basic Education Skill dominates the field of adult education in the number of research documents in the past two years as it has for the past decade. These include almost every aspect from needs assessment, program planning, administration through evaluation. The bulk of the research in adult basic education was in four areas: 1) staff development - teacher training; 2) evaluation; 3) demonstration projects; and 4) adult basic education in correctional institutions.

1) Staff Development - Teacher Training:

The staff development in adult basic education projects funded by USOE on a regional basis have evoked numerous studies and reports. A typical report is the following:

> ABE Staff Development Middle Tennessee. Dutton, Donnie; and Others, Memphis State Univ.- Tenn; 39 pages; April 1972; EDRS Order Number - ED 061 488; price in microfiche - 65¢; in hard copy - $3.29.
>
> The overall effectiveness of the educational experiences provided at three Middle Tennessee ABE workshops was determined. Two instruments were used to collect data from approximately 300 adult

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basic education personnel from all counties in Middle Tennessee; these instruments were a questionnaire and an evaluation scale. The participants' responses are presented under Profile of the Participants, Physical Facilities, Objectives, Program, Strengths, Weaknesses, and Overall Rating. Analysis of the data shows that the three workshops were successful.

Selected from Teacher Training research - much of which is relatively repetitive - is the two-part study done at the University of Missouri, Kansas City-

Adult Basic Education National Teacher Training Study. Part I: Review of the Literature. Spear, George E.; and Others Missouri Univ., Kansas City; 147 pages; Jun 1972 EDRS Order Number - ED 065 787; price in microfiche - 65¢; in hard copy - $6.58.

This document is a compilation of 278 abstracts of documents related to teacher training in adult basic education and a 134-item unannotated bibliography of related documents. The literature review is meant to be a reference tool for adult educators at all levels, including classroom teachers, counselors, teacher trainers, and university faculty, program administrators, and researchers. This is the first in a series of four reports of a comprehensive national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators. The major objectives of the total study are to determine the best practices currently in use, kinds of personnel trained, relative cost factors, and expressed needs in the field, as well as recommending a 5-year plan as a management tool to guide the Office of Education in its future planning, thinking, and funding of adult basic education teacher training projects.

Adult Basic Education National Teacher Training Study, Part II: State of the Art. Missouri Univ., Kansas City; 71 pages; Jul 1972 EDRS Order Number - ED 068 771; price in microfiche - 65¢; in hard copy - $3.29.

A national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators is described in this

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report. This report, the second of 4 documents, presents the current state of the art in adult basic education teacher training. This document contains results of a survey of State Directors of Adult Education; financial data about federally funded training efforts; survey of model teacher training programs; and a survey of Federal agencies with adult basic education funds. Each section is followed by discuss on and preliminary recommendations.

2) Most of the evaluation in ABE is the survey type looking at perceptions of administrators, staff, and participants relative to program participation, needs and programming. An example of a survey type of research study is:

Adult Basic Education, Evaluation Report, 1971. Nebraska Univ., Lincoln; Dept. of Adult and Continuing Education.; 167 pages; 1971 EDRS Order Number - ED 061 496; price in microfiche - 65¢; in hard copy - $6.58.

This report presents the findings of a survey of the Adult Basic Education program in The State of Nebraska at the end of calendar year 1970. The major data sources for the report came from six questionnaires sent to the proper individuals -- state director, local administrators, counselors, teachers and teacher aides, students, and citizens of ABE communities. This report presents, in tabulations and figures as well as in text, results of the questionnaires under the following headings: Adult Basic Education at State Level; Local Programs; and Community Awareness. As seen by the State Director, the strongest aspect of the Adult Basic Education program are the teachers in the local programs, and the weakest part is the lack of personnel in the State Office.

3) Demonstration Projects:

A great variety of demonstration projects in Adult Basic Education characterized the 5-year period preceding 1973. These projects differed in the scope of coverage as well as in focus. For example, one of the extensive and rather comprehen-

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sive demonstration projects was conducted out of Morehead State University, Kentucky. The reports resulting from this multi-faceted project are under the general heading of Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults. Two studies in this series are illustrative of its coverage.

Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults: Georgia State Module. Final Report. Orr, Thelma P.; Yeatts, Pearline Morehead State Univ., Ky.; 109 pages; Jun 1970 EDRS Order Number ED 054 417; price in microfiche - 65¢; in hard copy - $6.58.

The major purpose of the Georgia State Module was to demonstrate and investigate effective recruiting methods for Adult Basic Education (ABE) classes in the Appalachian Region of Georgia. In order to better understand the strengths and limitations of recruiters with differing backgrounds, this project utilized college students, lay persons, volunteers and Adult Basic Education teachers as recruiters. It was found that of the recruiting groups those who were responsible for the implementation of the program had the greatest retention. The college student recruiter was not successful in dealing with this population. Better than 80% of those students enrolled by the ABE teacher-aide recruiter and/or the ABE teacher recruiters remained in the program. The increase in local and state interest is apparent by the expressed desire to expand the program by the increase of materials and by their active participation in the program as consultants. The participants in ABE classes in the target area numbered 89 in FY 68, 199 in FY 69, and 608 in FY 70. Thus, the number of participants in the classes has increased by threefold.

Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults: Maryland State Module. Typing as a Motivational Factor and an Instructional Process in Education. Final Report. Morehead State Univ., Ky.; 53 pages; Sep. 70. EDRS Order Number - ED 054 422; price in microfiche - 65¢; in hard copy - $3.29.

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The purpose of this project grant was to develop an innovative system which will recruit, motivate, and retain the undereducated adult in the Western Maryland region of Appalachia. The evaluation of staff changes in attitude toward the device was made with positive results. The evaluation of class interaction between the experimental and the control groups was made. World-of-work skills were explored but not proved any more adequate than regular ABE if instructional time was similar. Typing skills cannot be developed with the adult in 100 hours of combined academic and typewriting instruction, but the electric typewriter did provide an ego-building device and rationale to the associates for attending classes. The project did prove that class size and attendance improved during the 100-hour experiment. Recommendations for further use on a 250-hour program were found to be needed to confirm that the 20% withdrawal from the program was realistic.

4) Correctional Institutions:

The stress on changes in correctional institutions has produced more research in this area in the past five years than all the combined research prior to that period of time. Although research in corrections is not limited to adult basic education, much of it does revolve around it. The primary concerns of the early studies have been in two directions - staff training within a career context, and developing institutional delivery systems models, as illustrated by the following three reports.

A New Conceptual Model for Adult Basic Education Staff Training with Application to Corrections, New Careers and Migrant Education. Hoffman, Hy; Pagano, Jules Adult Education Association of the U.S.A., 810 Eighteenth Street, N.W., Washington, D.C. 20006. 57 pages; Oct 1971.

The objective of this project was to review and analyze staff development programs in adult basic education in order to identify the most promising ideas, curricula materials, methods and approaches

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for the purpose of designing new training models. To accomplish this, the following activities were carried out: a review of the professional literature; field visits; and a direct mail survey. Particular attention was paid to training programs and models judged most effective in dealing with those special problems inherent in the conditions of poverty; most supported in program rationale by accurate and extensively documented results; and most resourceful in management and professional/paraprofessional staffing patterns. The study has identified the nature and scope of staff ABE training needs. The findings are reflected in a conceptual model for application to three ABE settings: in corrections, in New Careers, and in migrant education. Appendix A, an annotated bibliography, contains 114 items of research and investigation on adult basic education staff training, representative of the literature from 1965 to 1970 of the U. S. as well as other countries.

Experimental Training Program in Adult Basic Education in Corrections. National Advanced Training Seminar, October 22 to 27, 1971; Regional Basic Training Seminars, January 2 to May 18, 1972. Hawaii Univ., Honolulu. Educational Research and Development Center; 109 pages; July 1972. EDRS Order Number - ED 069 966; price in microfiche - 65¢; in hard copy - $6.58.

Phase III of an experimental demonstration program in adult basic education in corrections is reported. The two major program goals were: (1) training of selected personnel in the use of models to achieve goals of adult basic education for correctional settings; and (2) evaluation of conceptual model and design of instructional delivery system models for adult basic education programs in correctional institutions. The system designed to accomplish the program goals included two major functions: personnel training and system design. Personnel training was effected through a national advanced training seminar to train selected individuals for leadership and instructional roles and through seven regional seminars conducted to train selected persons in the basic use of systems approach to instruction of adult basic education in corrections. Two areas of activity were carried out in the system design function: (1) evaluation of the conceptual model of adult basic education in corrections, and (2) design of models for instructional delivery

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systems. Phase III resulted in advanced training of 37 individuals, basic training of 110 persons in systems approach to instruction of adult basic education in corrections, and design of 49 models of instructional delivery systems.

The State of the Art of Volunteering in Rehabilitation Facilities. Griggs, Robert J. and Others. Goodwill Industries of America, Inc.; National Auxiliary of Goodwill Industries, 9200 Wisconsin Avenue, Washington, D.C. 20014; 71 pages; Oct 1971.

An attempt to determine the nature or scope of volunteer activity within the rehabilitation facilities of this country is described. The study involved the following "first-time" procedures: (1) compiling a comprehensive list of rehabilitation facilities in the United States; (2) designing a single questionnaire for distribution to an extremely diverse population of facilities; (3) designing a series of questions for probing attitudes about volunteer participation; and (4) developing a scale to classify the organization development of volunteer programs. This report presents findings based on responses of Executive Directors/ Administrators, Auxiliary Presidents, Volunteer Coordinators, and Individual Volunteers. Other discussions in the report concern Developmental Classification of Volunteer Programs, Potential for Future Research, Implications of the Study, and Research Questionnaire. The text is illustrated with 75 tables.

Administration and Planning

The combination of administration and program planning in whatever setting encompasses studies devoted to some basic questions such as clarifying the concept "program", to conceptual framework for planning, as illustrated in the following:

An Analysis of the Denotations of "Program" as Employed in Ordinary Language and Adult Education Discourse, With a Typology of Program Based on the Denotations. Schwertz, Courtney (Paper presented at the Adult Education Research Conference, Chicago, Illinois, 1972) 18 pages; 1972; EDRS Order Number - ED 066 656; price in microfiche - 65¢; in hard copy - $ 3.29.

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This study attempted to clarify the concept "program" by systematically examining the use of the term "program". The term was examined as it is used in ordinary language and in adult education literature. After analysis of the term within these two contexts, a typology was developed from the uses identified. The typology was then utilized as an aid in determining those variables affecting the validity of propositions containing the term "program" or concepts referred to in the use of the term. The results indicated that there were five senses of "program" that is, system, plan, document, performance, and planning. The implications that these results have for the adult educator are noted. They are: (1) the term "program" should be explicitly defined if it is to be used as a symbol to communicate a concept within a useful principle; (2) the use of the term "program" should not be abandoned; (3) Hosper's idea of defining and accompanying characteristics can be used as a basis for clarifying other adult education central terms and concepts; and (4) if there is a cause-effect relationship between various senses of "program", then further study is needed of the various things that can go wrong and which mitigate the cause-effect relationship.

A Study of Extension Program Planning as Perceived By Off-Campus Faculty, Lay Leaders and the General Public in the Show-Me Area. Campbell, Charles; and others; Missouri Univ., St. Louis. Extension Div.; 26 pages; May 1971; EDRS Order Number - ED 066 640; price in microfiche - 65¢; in hard copy - $3.29.

In 1971, the Show-Me Extension Program Planning of the University of Missouri Extension Division was selected for study as an area of program planning. The study was designed to gather information about extension personnel, extension leaders, and the general public in order to help strengthen programs in the area and in the state. Data were collected, by interview, in response to five research questions. The results indicated that (1) the Show-Me faculty primarily used clientele in planning specific events; (2) extension Councils did not play a major role in program development; (3) coordination and linkage within program areas was good, but that between program areas could be strengthened by more administrative attention; (4) almost 60% of the population was aware of extension programs such as Home Economics,

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Agriculture, and 4-H Programs, but only 28% were program participants; (5) all three respondent groups identified community-public problems as the most prevalent; (6) there were not area-wide program development committees; the faculty used individual client consultation; and (7) the change to staff specialization on a multicounty basis has made program development more difficult for extension faculty; lay leaders felt that this specialization provided broader program offerings and a better trained staff, although they were concerned about the loss of personal contact.

A Conceptual Framework for Educational Program Planning and Evaluation. Hiemstra, Roger; 22 pages; 15 May 1972; EDRS Order Number - ED 063 533; price in microfiche - 65¢; in hard copy - $3.29.

A conceptual framework developed from a review of literature, program planning experiences, and trial and error is presented. The model is presented for discussion. The framework utilizes a simple linear flow of events, which is generally only a forward, sequential flow. Optional routes or phases, and possible recycling routes are given.

Adult Characteristics

Research included under this category includes mental and perceptual abilities, physiological factors, and age differences of adults related to learning. Within the past year, several significant studies appeared exploring further the ability of adults, particularly older adults, to learn. In addition, several studies have looked at other aspects of adult characteristics in regard to learning or some aspects of educational environments, facilities and systems. Here are some exemplary studies of adult learning characteristics:

A Program of Research in Adult Differences in Cognitive Performance and Learning: Backgrounds for Adult Education and Vocational Retraining. Final Report. Monge, Rolf H; Gardner, Eric F. Syracuse Univ., Syracuse, N.Y. Dept. of Psychology. 256 pages; Jan 72; EDRS Order Number - ED 059 471; price in microfiche - 65¢; in hard copy - $9.87.

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A five-year program of research in adult learning is reported upon. One purpose of this program was to determine age differences in cognitive abilities, with special reference to items selected as suitable for adults of different ages, to survey the educational backgrounds and skills that older and younger adults bring to learning situations, and to study age differences in personality characteristics of a type likely to influence the individual's learning. A second main purpose of the research was to investigate experimentally the interaction of the variables mentioned above with the age of the learner in determining learning and performance. The general plans and results for these two aspects of the program of research are described in Parts I and II of the report. Part I, Adult Age Differences in Cognitive Abilities, Educational Background, and Learning Orientation, discusses adult age differences in cognitive functioning, in educational background, and in learning orientation. Part II, Experimental Studies, discusses effects of performance; and age, stress, and cognitive performance. Four appendixes present Tests Developed & Means and Standard Deviations for Each Age Decade, Sex, and Education on Test Scores, educational and occupational level; Responses by Age Decade on test items; and Paired Associate Word Lists.

Personality Changes in Aging: A Longitudinal Study of Community Residents. Britton, Joseph H.; Britton, Jean C.; Springer Publishing Company, Inc., 200 Park Avenue South, New York, New York 10003. 222 pages; 1972.

The specific aims of the investigation reported in this book were: (1) to determine the consistency or change in personality and adjustment of older adults over time and to learn what factors are related to consistency or changes; (2) to study the problem of survivorship by analyzing differences between survivors in regard to socio-psychological correlates of survival; and (3) to investigate the social norms and expectations for the behavior of older persons, to learn how a small community regards its aged members. Chapters of the book are as follows: 1. The Research Problem: Stability and Survival of Older Community Residents; 2. The Setting and the Study Populations; 3. Continuity and Change in Personality and Adjustment; 4. Aging and Survival;

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5. The Place of the Old in a Small Community; 6. Summary and Interpretation. The 12 appendixes are: A. Press Release, 1965; B. 1955 Information Sheet; C. 1955 Interview Schedule; D. 1956 Interview Schedule; E. Thematic Apperception Test Rating Sheet, and Outline for TAT Analysis; F. The Judge's Rating; G. Interviewer's Report; H. Community Rating, Panelist Interview; I. Organization Leader Interview; J. Professional Services Interview; K. Community Rating, Q-Sort Items; and L. Community Rating, Q-Sort Recording Sheet. Numerous references and a subject index are provided.

A Different Look at the Correlation Coefficient Between Dogmatism and Conformity. Long, Huey B., (Paper presented at the annual Adult Education Research Conference (Chicago, Illinois, April 6-9 1972) 11 pages; April 1972. EDRS Order Number - ED 061 486; price in microfiche - 65¢; in hard copy - $3.29.

A study was conducted to determine why the theoretical relationship between dogmatism and conformity had not been verified in correlation studies. The study was designed to study the effect of differing statistical treatments on the coefficient of correlation. Data generated in an experimental framework included conformity scores and dogmatism scores; conformity was determined by use of Asch's Vertical Line Scale and dogmatism was determined by Rokeach's Dogmatism Scale. The dogmatism data were treated in two ways: (1) as a total score, and (2) as individual sub-test scores. Using the total score, a zero order correlation technique was employed to determine the coefficient of correlation between dogmatism and conformity. Such a treatment yielded no significant correlation. Employing the independent scores of 17 sub-test areas of the Dogmatism Scale and a multiple correlation statistical treatment, a significant coefficient of correlation resulted.

Characteristics of Extramural Students in a Large Midwestern University. Anderson, Thomas H; York, Scott B. Illinois Univ., Urbana. Div. of Univ. Extension; EDRS Order Number - ED 067 557; price in microfiche - 65¢; in hard copy - $3.29.

A survey method of investigation was used to compare characteristics of students taking extramural classes in 1960 with those in 1971. A sample size of approximately 2,500 students is represented in the statistics.

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It was found that the percentage of students taking undergraduate courses had dramatically declined since the 1960 survey, while the percentage of graduate students had almost doubled. Also, a larger percentage of urban students and of female students was reported in 1971 than in 1960. The annual mean salary of students in 1971 was $11,526, approximately double that of students in 1960. The 1971 students were more inclined to take courses for (1) advancement and (2) to improve performance, and less inclined to take courses (1) to become better citizens, (2) for personal satisfaction, (3) for advanced degrees, or (4) for teachers certificates, than were the 1960 students.

Adult Education As A Profession

Adult education as a separate field of study is still considered to be an emerging profession. As a result, studies about preparation of professional adult educators command the attention of the field. Among the numerous studies in this category is a monumental collection of abstracts of all adult education dissertations produced from 1935, when the first doctoral degrees in adult education were awarded, through 1969. This collection is in three volumes, available from the Adult Education Association of the U. S. A.

Adult Education Dissertation Abstracts: 1935-1962
Stanley M. Grabowski, editor; 448 pages, Jan 1973; EDRS Order Number - ED 069 967; price in microfiche - 65¢; in hard copy - $16.45.

Adult Education Dissertation Abstracts: 1963-1967
Roger DeCrow and Nehume Loague, editors; 1970; 316 pages; EDRS Order Number - ED 044 537; price in microfiche - 65¢; in hard copy - $13.16.

Adult Education Dissertation Abstracts: 1968-1969
Stanley M. Grabowski and Nehume Loague, editors; 1972; 236 pages; EDRS Order Number - ED 052 450; price in microfiche - 65¢; in hard copy - $9.87.

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In addition, there are two other noteworthy studies in this category:

A Directory and Analysis of Degree Programs for Preparing Professional Adult Educators in the United States. Griffith, William s.; Cloutier, Gilles H.; Chicago University, Illinois, Dept.of Education; 300 pages; Jan 1972; EDRS Order Number - ED 058 540; price in microfiche - 65¢; in hard copy - $9.87.

This study examines the current and planned status of opportunities of training for adult educators in the United States through programs especially designed to meet their needs, as indicated by the degree programs and curricula offered and projected by institutions of higher education. Following the Introduction (Chapter I), Chapter II presents a Review of the Literature on Training Opportunities for Adult Educators. Chapter III consists of a description of the procedures used in identifying the sample and in collecting the data. Chapter IV is a summary and listing of the data collected. Chapter V includes a comparison of the present and previous studies and also sets forth the authors' conclusions and interpretations of the data, as well as their suggestions for subsequent studies and procedures for maintaining current information on the degree training opportunities for adult educators. The instruments used in the data collection are included in Appendix A. The names and addresses of the directors of all programs from which completed questionnaires were received are shown in Appendix B. Appendix C gives the names and addresses of four persons who were admitted membership in the Commission of the Professors of Adult Education and who are directors of additional programs not reported in the survey.

Response to Need: A Case Study of Adult Education Graduate Program Development in the Southeast. Occas-Pap-28. Kozoll, Charles E.; Syracuse University, Publications in Continuing Education, 224 Huntington Hall, 150 Marshall Street, Syracuse, N. Y. 13210 ($2.25) 57 pages, Mar 72.

A discussion of adult education programs for blacks is presented. Six state directors of adult education

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started a program of staff pre-service and in-service training. Basic problem areas in this endeavor are two: (1) the need for restraining and guiding program growth and (2) the need for an examination of the content and form of training to be provided. The impetus and momentum for growth existed in the Southeast. Changes have been made in Adult Basic Education (ABE) through higher educational involvement; basically this has meant increased professionalism in adult education and a greater realization of and appreciation for the techniques of teaching adults. It is recommended that the emphasis should now be on modifying and guiding the directions of growth with the higher educational institutions. It is concluded that the network for providing graduate instruction, the first cooperative regional effort to establish a coordinated adult education training system in the nation, should be a vehicle for a new look in this field.

Business and Industry

Many studies under this rubric, as one might suspect, deal with personnel training and management development. The two reports selected here are representative of the kinds of reports produced.

An Analysis of the Long-Range Effects of High Intensity Training. Nozza, Peter R. New Jersey State Dept. of Labor and Industry, Trenton. Available from National Technical Information Service, Springfield, Va. 22151 (PB-201 165, price in microfiche - 95¢; in hard copy - $3.00) 153 pages; Apr 1970.

A long-range study was designed to measure the effectiveness of a training methodology called high intensity training to prepare workers for higher level jobs in less time than traditional training methods. The subjects of the study are six organizations, 68 trainees, nine supervisors, and six management personnel. Three to eight months after completion of high intensity training, the training was viewed favorably by management and supervisors and was found to have a positive effect on the attitudes of workers. However, there were some criticisms and suggestions made for improving the HIT procedure.

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A Survey of the Effectiveness of Management Development Programs. Spautz, Michael E., U. S. Civil Service Commission, Washington, D.C., Bureau of Training Pamp-T-14; 68 pages; May 1971. EDRS Order Number - ED 064 599; price in microfiche - 65¢; in hard copy - $3.29.

This paper summarizes the results of a survey of recent unpublished research studies, conducted in private industry and business, on the effectiveness of a variety of programs designed to develop management abilities. The purpose of the survey was to obtain information about private industry training evaluation practices which might be used or adapted for use by Federal agencies. Out of a total survey sample of 244, 17 studies were located that were substantial enough to be included in the report. The summaries are organized into two major categories defined in terms of the type of criteria against which the programs are evaluated: (1) external criteria; and (2) internal criteria. In addition, the criteria used in a particular study are classified into four levels of sophistication: (1) participants' reactions; (2) learning; (3) behavior change; and (4) results. Some general conclusions, recommendations, and the questionnaire used in the study are also presented.

Continuing Education for The Professions

The concept of half-life describes a professional's competence, where the two factors most prominent in hastening professional obsolescence are the rate of change and the addition of new data and knowledge. The concerns of all professions are evident in the amount of literature appearing on continuing education. The selections appearing here are indicative of the trend to motivate professionals, to carry on specific research studies, and to review the existing literature.

The Psychology of Keeping Up-To-Date. Dubin, Samuel S. 17 pages, 1972; EDRS Order Number - ED 069 938; price in microfiche - 65¢; in hard copy - $3.29.

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Two major factors in updating the skills of professional personnel--motivation and organizational climate--are integral parts of the concept of lifelong education for updating. A principal determinant of motivation is said to be achievement motivation; a professional must be highly motivated in order to maintain competence throughout his career. It is stated that achievement movitation can be developed in persons as well as built into jobs. Organizational climate is defined as organizational and management practices that arouse motivation, condition attitudes, and shape behavior on the part of its members. A high organizational climate is seen as emphasizing the following characteristics: achievement, concern for excellence, emphasis on problem solving, high reputation for work performance, appropriate training, supportive and friendly atmosphere, and initial job orientation. The relationship between supervisor and subordinate is seen as crucial in the professional development of the subordinate. Three types of supervisors are identified: the innovator, the administrator, and the inactive supervisor. On-the-job learning is considered an important variable of organizational climate, as is the stimulation provided by peer interactions as well as interaction with superiors and subordinates. It is believed that a company should have a written policy that requires updating for its employees.

The Continuing Education Needs of Clergymen in Michigan. Hagelberg, Milton J.; Michigan State University, Traverse City. Continuing Education Center; Februay 1971. EDRS Order Number - ED 061 519; price in microfiche - 65¢; in hard copy - $3.29.

A questionnaire was mailed to 1,504 clergymen in Michigan to determine their continuing education needs, to ascertain which needs might be met by state-supported colleges and universities, and to have them identify major roles in their profession. Of these questionnaires, 791 usable ones were returned. In general, the 40-49 year age group was typical of the total group. Older clergymen seemed to be significantly more conservative and apparently had less social consciousness than the younger groups. This was true in their perception of clergy roles, their perceived continuing education needs, and in their attitudes toward public universities conducting educational programs for the clergy. It appeared

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that the clergymen felt that counseling was a major part of their work, and that they needed additional education in order to be effective. Their expressed need for continuing education in such areas as human behavior, marriage and family life, social problems, and communications was seen as further support for the conclusion that it is primarily in the area of helping people in relating to others that clergymen feel they require assistance. Nine tables present the collected data.

Continuing Education in the Health Professions. A Review of the Literature 1960-1970. Nakamoto, June; Verner, Coolie Syracuse University, N.Y. ERIC Clearin house on Adult Education 340 pages; Mar 1973. Also available from Education Resources Division Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Ave., N.W., Washington, D.C. 20037. EDRS Order Number - ED 074 367; price in microfiche - 65¢; in hard copy - $13.16.

A review is made of the literature on continuing education in the health professions. After an overview of the study, six chapters cover continuing education in medicine -- physical composition and distribution, participation in continuing education, organization and administration, instructional processes, evaluation, and summary and conclusions. Then follow four chapters on dentistry -- the profession and continuing education, participation, program administration and organization, and a summary. Four chapters on nursing discuss nurse composition and distribution and concern for continuing education, characteristics of the participants, sponsors and programs, administration of the programs, and some sample programs. Four chapters on continuing education in pharmacy are followed by major conclusions of the study.

Cooperative and Agricultural Extension Services

The Cooperative Extension Service engages in various types of research on numerous areas of interest including nutrition, home economics, and 4-H Clubs, while the Agricultural

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Extension Service deals mainly with farming. Below are a few examples of the diversity of coverage of these two agencies:

An Evaluation of the Expanded Nutrition Education Program in Pennsylvania. Hustey, Joyce. Pennsylvania State Univ., University Park. Cooperative Extension Service. Extension-Study-44; 59 pages; 1971. EDRS Order Number - ED 064 586; price in microfiche - 65¢; in hard copy - $3.29.

The Nutrition Education Program, implemented in 25 Pennsylvania counties in 1969, attempted to help low-income families improve the nutritional adequacy of their diet by teaching food preparation, buying, and storing, and encouraging the use of food stamps. As of June, 1970 monthly turnover of clients stabilized at five percent, but there was a lessened percentage of persons in the less than $3,000 annual income bracket. At the time that the first food records were taken, only 10 percent of the diets were considered adequate, while second records showed that 18-20 percent were satisfactory. The greatest improvements were in the milk and fruits, vegetables groups. The presence of older school children in the family had a positive effect on the dietary knowledge level of the homemaker, which, in turn, had a positive effect on dietary intake.

MIDNY -- Case Study #2: An Effective Process for Rural Planning. Anderson, Martin G.; Catalano, Ralph A. College of Agriculture at Cornell Univ; N.Y. State Univ., Ithaca. College of Human Ecology at Cornell Univ. 26 pages; Paper presented to third annual meeting of Community Development Society (Columbus, Ohio, August 1, 1972) 1 Aug 1972 EDRS Order Number - ED 067 550; price in microfiche - 65¢; in hard copy - $3.29.

This study documents findings concerning rural planning of the six-year MIDNY pilot project in community resource development. Subject headings are: Setting; Planning for Rural Areas (Background); Rural Planning Lessons from the Central N.Y. Experience. Results show that no organization or agency working alone can be as effective as several working together. Experience indicates that rural concerns can be meshed into institutionalized planning process and that more significant reforms, such as developing new planning processes and including non-traditional planners on planning staffs, may be possible.

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Relationship Between Union County, Tennessee Homemakers' Practice Adoption Scores on Budgeting and Record Keeping Practices and Selected Personnel and Family Characteristics. Hobt, Anne S.; and others Tennessee Univ., Knoxville. Agricultural Extension Service Research summary of a graduate study; Extension Study 24, S.C. 299; 22 pages, Aug 1972; EDRS Order Number ED 068 755; price in microfiche - 65¢; in hard copy - $3.29.

A random sample of 86 homemakers was included in this study to determine the relationship between the homemakers of Union County's use of recommended budgeting and record keeping practices and selected characteristics. The personal and family characteristics considered were the age of the homemaker, age of the homemaker's husband, and employment status of the husband. Homemakers who had high total practice adoption scores on budgeting and record keeping were younger than those with lower scores, had younger husbands, and had husbands employed full-time off the farm. Homemakers with high scores tended to be better educated, to be unemployed outside the home, have higher inc mes, and be making payments on their homes. The results indicate that disadvantaged home makers in Union County have special needs in money management which are not being met by existing agencies.

Evaluation

Accountability - the watchword in the entire educational system and the federal government - has generated a vigorous interest in research on evaluation. Two studies illustrate the excellent efforts being made in only the past two years.

Contemporary Approaches to Program Evaluation and Their Implications for Evaluating Programs for Disadvantage Adults. Steele, Sara M., Syracuse University, N.Y. ERIC Clearinghouse on Adult Education. 266 pages May 1973. Also available from Education Resources Division Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Ave., N.W. Washington, D. C. 20037 EDRS Order Number - ED 075 715; price in microfiche - 65¢; in hard copy - $9.87.

Designed as a reference to contemporary evaluation approaches, this monograph brings together a variety of old and new frameworks and ideas about evaluation

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and shows how they are related to one another. Section I provides an ove view of the contemporary evaluation scene. Section III presents summaries of over 50 approaches to evaluation from a variety of social fields, some preliminary sketches and others extensively developed. The middle section provides guidelines on how to sort these out--how to choose and use evaluation approaches. Appendixes give condensed contemporary program evaluation approaches, evaluation approaches categorized by field of origin, and a try at developing a taxonomy of program evaluation.

An Eclectic Approach to Evaluation Strategies in Adult Education. Brack, R.E. Paper presented at the Adult Education Research Conference (Chicago, Illinois 1972) 15 pages 1972 EDRS Order Number - ED 064 577; price in microfiche - 65¢; in hard copy - $3.29.

Three evaluation studies are used to illustrate the notion of an eclectic approach to adult education evaluation. The first study, Credit and Non-Credit Offerings in a Federal Penitentiary, evaluated the learning climate in this educational setting using data collected from participating inmates (Questionnaire), non-participating inmates (interests inventory); educational counselors and teachers and program administrator (interviews), and from Extension Division instructors (narratives). In the second study, Consumer Notes (a weekly television program for homemakers), a telephone survey conducted at the conclusion of the series and questionnaires completed by a panel of 30 homemakers weekly, at 13 weeks, and at the conclusion of the 26-week series were used to obtain evaluation data. Two learning modules, one on soil nutrients and soil testing and the other on communication, were evaluated using three evaluation modes: reaction panel, Field Test A, and Field Test B. Three constraints which affected the choice of the evaluation strategies were the kinds of questions which the programmer needed to answer, the methods and sources of data collection, and the limitations of resources in terms of time, money, and staff. Examples of evaluation models or elements are given, as follows: Objectives-based evaluation, Context evaluation, Process evaluation, Formative evaluation, and Selection of criteria.

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International and Comparative Adult Education

This category has suddenly come into its own in only ten years as a distinct area of interest and concern, but already a substantial amount of studies are available. Two examples will suffice to illustrate the range of studies.

World Survey of Research in Comparative Adult Education: A Directory of Institutions and Personnel, 1972. Kulich, Jundra, Comp. British Columbia Univ., Vancouver. Center for Continuing Education; Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education; 43 pages, 1972. EDRS Order Number - ED 066 650; price in microfiche - 65¢; in hard copy - $3.29.

This survey, by means of mailed questionnaries, was carried out in two stages in March and April of 1972. Response included 45 institutions and 75 individuals. The survey clearly documented that, on world-wide scale, comparative study of adult education still is in very rudimentary stage of development and that most activities and study are carried out at descriptive level. It also showed that comparative studies increased in the late 1960's, and are being undertaken by individuals and institutions in many places.

A Retrospective International Survey of Adult Education: (Montreal 1960 to Tokyo 1972). Lowe, John United Nations Educational, Scientific, and Cultural Organization, Paris (France) Third International Conference on Adult Education (Tokyo, 25 July - 7 August 1972). 138 pages; 14 apr 1972. EDRS Order Number - ED 068 760; price in microfiche - 65¢; in hard copy - $6.58.

This survey includes: Necessary and life long education: changing concepts since 1960; State responsibility, legislation and coordination; Financing and administration of adult education; Personnel: recruitment, status and training; Individual and group needs; Institutions and programs; Methods and techniques; Research in adult education; International cooperation, exchanges and aid schemes. Appendices include: Copy of questionnaire; Breakdown of replies to questionnaire by geographic area; Breakdown of working groups formed; Breakdown of reports received.

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Methods and Techniques

This category includes much research done in laboratory and sensitivity training, instructional methods, and use of the mass media. The wealth of research can only be hinted by the samples cited here.

Toward Gog and Magog Or?: A Critical Review of the Literature of Adult Group Discussion. Osinski, Franklin W.W.; and Others. ERIC Clearinghouse on Adult Education; Syracuse Univ., Publications in Continuing Education Occas-Pap-30; 92 pages; Aug 1972. EDRS Order Number - ED 066 652; price in microfiche - 65¢; in hard copy - $3.29.

This report presents a review of research on group discussion as used in adult education within the context of the nature of man and in relation to his ultimate end of self-realization. The review considers (1) those factors involved in group discussion; (2) its broad purposes, for example, mutual education, affecting self-concept, and attitudes and interpersonal change; and (3) approaches to it, for example,the leadership role, nonmanipulative approaches, and human relations and sensitivity training. Discussion is also examined in the service of institutions--parent education, religious education, education for aging, and public affairs discussion. Discussion and the mass media are reviewed, that is, international uses, community education, and a recent scientific approach. Such pitfalls to be avoided as mechanistic values, educational chauvinism, intellectual elitism, and the tyranny of numbers are analyzed. The final chapter deals with the "Precipice of Infinity" in which the following topics are discussed: affective and intellectual self-actualization, and ideal discussion groups, and whether life itself is at stake.

T And Sensitivity: A Critique of Lab Education. Rivera, William A., Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center. 21 pages; Apr 1972. EDRS Order Number - ED 065 773; price in microfiche - 65¢; in hard copy - $3.29.

Laboratory education is discussed from three viewpoints: (1) as an instrument for adult resocialization, (2) as an educational challenge which promotes personal but not social reconstruction, and (3) as a value medium which operates against the intellectual and independence

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modes. Criticism is focused on what the laboratory education technique does not do and for what it overlooks rather than its power. In a section on a typology of forces for adult resocialization, four forces which may serve as catalytic agents for adult crisis are discussed. These forces are: cultural transition, critical social interaction, personal crux, and/or educational challenge. Alternative adult responses to situational change include readaptative and social reintegration, alienation and social isolation, or major adult development or change. Sensitivity training teaches task-oriented conformity, with little consideration given to the importance of educating people, to stand up for their principles or beliefs. Intellect and independence are not encouraged in sensitivity training. Consequently, sensitivity training should review its own purposes and direction in a society aimed toward control, manipulation, ideological confusion, and what has been termed "eternal verities."

Military Training

It is a surprise to most people to learn that the Armed Forces spend billions of dollars on the education and training of adults, with much of this money earmarked for research. Here are a few studies on various aspects of this research.

Post-Service Utilization of Air Force-Gained Skills. Winkler, Anthony J.; Thompson, Paul D. U.S. Air Force Human Resources Lab., Brooks AFB, Texas. National Technical Information Service, Springfield, Va. 22151 (AD-736 453, MF $.95 HC $3.00) 35 pages; Sep 1971.

More complete information is needed to determine the extent of utilization in the civilian economy of skills developed during military service. Post-service occupation data have been obtained through a questionnaire mailed ten months after separation to each first-term Air Force enlisted man separated between 1 July 1968 and 31 March 1970. As of 31 December 1970, data were available on 85, 409, or 51.7 percent, of the men separated during this period. This study demonstrates that 72 percent of the first-term separatees who were in high-skill, blue-collar-like Air Force occupations were employed in similar civilian occupations. There were six Air Force career fields for which 51 through

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80 percent of the separatees transitioned into occupations which directly utilized their Air Force skills. Of 34 Air Force Specialities with a variable reenlistment bonus multiple of four, 31 had a utilization rate greater than 25 percent.

Selection And Training For Small Independent Action Forces: Final Report. Olmstead, Joseph A.; and Others. Human Resources Research Organization, Alexandria, Va. 63 pages; Feb 72. EDRS Order Number - ED 060 437; price in microfiche - 65¢; in hard copy - $3.29.

The overall objective of this research was the development of procedures for selecting and training personnel to serve in Small Independent Action Forces (SIAF) units. This report of Phase III of the three-phase research and development project describes research that required two almost completely independent activities: (a) development of a composite training test, and (b) validation of selection tests and final development of selection materials and procedures into a Small Independent Action Forces Selection Program. Training procedures and materials for developing the required knowledges and skills were developed in Phases I and II.

An Evaluation of Methods For Predicting Job Performance of Personnelmen. Thomas, Patricia J. U.S. Naval Personnel and Training Research Lab., San Diego, Calif. National Technical Information Service, Springfield, Va. 22151 (AD-731-986, MF 95¢, HC $3.00) 19 pages, Sep 1971

The Personnelman (PN) Rating was the subject of a recent study in which selection test scores were found to correlate satisfactorily with school grades. The purpose of this followup study was to determine whether correlations exist between selection test scores and job performance measures, and whether the experimental tests taken by PN students in school are related to performance in the PN Rating. Performance evaluations were obtained for PNs, six months after graduation, from the report of enlisted performance evaluation and from an experimental Personnelman Supervisor's Questionnaire. Basic test battery scores, experimental test data, and school grades were validated against these criteria. Comparisons were made among four samples of graduates and between fleet and recruit input to the schools. Peer rating, instructor's ratings, and final school grades (FSG) were related to job performance.

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A Comparison of Two Interest Inventories For Use With Enlisted Personnel. Lau, Alan W.; Abrahams, Norman M. Naval Personnel and Training Research Lab., San Diego, Calif. Document Not Available from EDRS. National Technical Information Service Springfield, Va. 22151 (AD-725 142, MF 95¢, HC $3.00) May 71; 17 pages.

Improved classification and assignment of enlisted personnel is intended to bring about improved retention and job performance. The present study focused on two instruments of potential usefulness in enlisted classification, the Navy Vocational Interest Inventory (NVII) and the Strong Vocational Interest Blank (SVIB). Previous findings have shown that the empirically derived Navy occupational keys and the more general NVII area scales effectively measured the vocational interest of Navy enlisted men. The primary consideration of this report is to compare the NVII and the SVIB in terms of which inventory does the better job of measuring the interest patterns of enlisted men. As part of an earlier study, the NVII was administered to recruits at seven different Class "A" schools. These schools were Hospital Corpsman, Electronics Technician, Yeoman, Storekeeper, Engineman, Machinist's Mate, and Submarine. Recently the SVIB was administered to another sample of recruits, some of whom subsequently attended one of the above schools. The homogeneous scales of the NVII and SVIB were compared to determine which inventory was most effective in differentiating the interests of enlisted men. The degree of discrimination between groups on each set of homogeneous scales was measured by the "percentage of overlap" statistic.

Special Clientele Groups

A lot of research is directed at special audiences such as the poor, physically handicapped, women, the aged, and ethnic/racial minorities. The following three studies show the different groups and the variety of topics researched.

Migrant Labor: Teaching, Research and Policy; A Final Report to the Ford Foundation on a Four Year Project. Friedland, William H. Ford Foundation, New York, N.Y., Sponsor 22 pages; 1 Feb 1971. EDRS Order Number - ED 064 618; price in microfiche - 65¢; in hard copy - $3.29.

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This study involving migrant workers began in 1966 and continued for four summers. In its initial conception, the two projects that were carried on, the Cornell Migrant Labor Project and the California Agricultural Workers Study, were intended to accomplish three basic functions: (1) to influence the development of policy; (2) to integrate more effectively the functions of instruction and research by involving under-graduates in policy-oriented study and by utilizing their own work to provide the basis for sociological instruction; and (3) to make contributions to general sociology. Only the second of these was significantly accomplished. The integration of teaching and research in the program was carried out through four phases of activity: (1) careful selection of student participants; (2) a preparatory seminar held during the semester preceding the summer field work; (3) field research during an eight-week in summer; and (4) an analysis seminar held during the semester following the summer field work. Results of a questionnaire evaluating he impact of the project on the students showed their approval of this method of sociological instruction.

A Report on the Pre-Retirement Programs of the Division. Wilson, Thomas W. Division for Senior Citizens, Department of Human Resources, Chicago, Illinois 29 pages Jun 69. EDRS Order Number - ED 054 403; price in microfiche - 65¢.

The Pre-Retirement Program Section of the Division for Senior Citizens, Department of Human Resources, Chicago, is charged with providing consultation and technical assistance in pre-retirement education and planning for business, industry, labor, government and other groups in the area. Research is being conducted by the section on types and levels of pre-retirement programs in the area, 100 organizations being presently involved. The Division's workshop program is a vital part of the on-going training program for pre-retirement planning counselors. Plans for the future include: (1) exploring the feasibility of a cooperative division/university-sponsored field-work program for training college students to become retirement planning counselors; (2) effecting greater cooperation between labor and management in retirement program preparation; (3) stimulating interest in retirement planning among smaller employers; (4) developing a program cost-analysis form for use by clients; and (5) assisting colleges in offering retirement planning courses through adult education and evening courses.

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Home Teaching of the Geriatric Blind. Final Research Report. Gobetz, Giles Edward; and Others. Cleveland Society for the Blind, Ohio. 109 pages 1969. EDRS Order Number - ED 054 429; price in microfiche - 65¢; in hard copy - $6.58.

A three-year home-teaching demonstration project with the geriatric blind was conducted with 171 clients in the experimental group (132 were blind for 10 years or less, and were 60 years of age or older; 11 were blind 17 years or longer, 7 were in an apartment group, 7 died, and 14 had incomplete records) and 44 clients in the control group. The two teachers, both blind since childhood, held Master's Degrees in Special Education, Program for Training Home Teachers of the Adult Blind. Included among the most relevant findings of the project are the following: (1) clients 60 years of age or over and blind less than 10 years can learn various daily living skills through home teaching; (2) the client's attitudes toward life are linked with his ability to master skills; (3) the client's age was not important in the learning of skills; (4) in general, women were superior to men in skills and attitudes, and Negroes were superior to whites on all tests; (5) the 60 years of age or older blind client needs skilled help in improving their skills and attitudes; (6) generally, those clients who lived alone with no outside help scored highest in skill and attitude improvement; and (7) progress made in communication skills was impressive.

Summing up, the diversity and extensiveness of adult education is reflected in the type and quantity of research. Much of it is still descriptive, but increasingly there is an emphasis on experimental and methodological studies. This sketchy review is a kind of limited smorgasbord reflecting the bias of the writer.

A final note about availability. Many documents reported here may be ordered in microfiche or hard copy (xerox) reproductions from ERIC Document Reproduction Service, P. O. Drawer 0, Bethesda, Maryland 20014. In ordering, use the

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